



Senate

General Assembly

File No. 306

January Session, 2017

Substitute Senate Bill No. 911

Senate, March 29, 2017

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING SERVICES FOR GIFTED AND TALENTED STUDENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2017*) The Commissioner of
2 Education shall designate an employee of the Department of
3 Education, preferably an employee who has experience working with
4 gifted and talented students, to be responsible for providing
5 information and assistance to local and regional boards of education
6 and the parents or guardians of students. Such information and
7 assistance shall relate to awareness about, identification of and the
8 provision of services to, gifted and talented students.

9 Sec. 2. (*Effective July 1, 2017*) The Department of Education shall
10 develop guidelines regarding the provision of services to gifted and
11 talented students in schools. Such guidelines shall include, but need
12 not be limited to, best practices for (1) addressing the intellectual,
13 social and emotional needs of gifted and talented students in schools,

14 (2) using technology to extend and advance curriculum materials to
15 provide instruction to gifted and talented students without promoting
16 such students to higher grade levels, and (3) providing educator
17 training and professional development relating to gifted and talented
18 students. Not later than January 1, 2018, the department shall make
19 such guidelines available to local and regional boards of education.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2017</i>	New section
Sec. 2	<i>July 1, 2017</i>	New section

Statement of Legislative Commissioners:

In Section 1, "awareness about and identification of, and" was changed to "awareness about, identification of and" for clarity.

ED *Joint Favorable Subst. -LCO*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note***State Impact:*** None***Municipal Impact:*** None***Explanation***

The bill requires (1) the Commissioner of Education to designate an employee to be responsible for providing information to local and regional boards of education and the parents or guardians of students, relating to awareness, identification, and the provision of services to gifted and talented students; and (2) the State Department of Education (SDE) to develop guidelines regarding the provision of services to gifted and talented students in schools. Neither requirement results in a cost to SDE, as they currently have the staff and resources available to complete the requirements.

The Out Years***State Impact:*** None***Municipal Impact:*** None

OLR Bill Analysis**SB 911*****AN ACT CONCERNING SERVICES FOR GIFTED AND TALENTED STUDENTS.*****SUMMARY**

This bill requires the education commissioner to designate a State Department of Education (SDE) employee, preferably one with experience working with gifted and talented students, to be responsible for giving local and regional boards of education, parents, and guardians information and assistance relating to awareness about, identification of, and the provision of services to, gifted and talented students.

It also requires SDE to develop guidelines for providing services to these students in schools, which it must make available to local and regional boards of education by January 1, 2018. The guidelines must include best practices for:

1. addressing the intellectual, social, and emotional needs of gifted and talented students in schools;
2. using technology to extend and advance curriculum materials to provide instruction to gifted and talented students without promoting them to higher grade levels; and
3. providing teacher training and professional development on gifted and talented students.

EFFECTIVE DATE: July 1, 2017

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 33 Nay 1 (03/08/2017)